

NOTE TAKING

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BY

A. T. ROBINSON, A.B.

INSTRUCTOR IN ENGLISH IN THE MASSACHUSETTS
INSTITUTE OF TECHNOLOGY

BOSTON, U.S.A.

D. C. HEATH & CO., PUBLISHERS

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PREFATORY NOTE

THE primary purpose of this pamphlet is to afford first-year students in college a few practical hints about the taking of notes, and to give some guidance toward the practice of a theoretically good system. The views expressed in it are based on the replies to a set of questions sent out some years ago at the Massachusetts Institute of Technology to all third-year and fourth-year students. These replies gave information as to individual methods and as to the extent to which note taking had proved possible and profitable in various advanced courses.

NOTE TAKING

IN note taking, as in every other art, each man must finally invent his own system and find his own way. Even if left to himself, he will, in the long run, unless discouraged, contrive to get the work done; but meanwhile he is likely to waste time in experiments and to miss the sense of lectures while he is writing notes that are useless. Some men solve the problem by giving it up, and in individual cases they may do well. It is too much to say that every man ought to take notes, but

Why take
Notes? not too much to say that he should be able to do so. Note taking guarantees attention to the lecture. While not in itself hard work, it greatly diminishes the amount of study necessary outside the class. Notes well taken are in many subjects highly useful in after years. Above all, they give practice in the invaluable acquirement of seeing the point, of selecting from a mass of words the idea which is really important. In view of these facts there have been collected in this pamphlet certain rules for general practice. In taking notes, as in learning to drive a golf ball or to play the piano, the preliminary steps may well be taken under guidance; the beginner first practices an accepted system, and then, as he develops judgment, modifies it to suit his individual needs.

The pen is, of course, preferable for all note taking, though notes taken for immediate use or to be copied may, if necessary, be written in pencil. The Pen or Pencil? pencil should be soft or medium. A hard pencil gives traces which, though relatively permanent, are difficult to read, and requires a pressure that tires the hand and often breaks the pencil point. The paper should be soft finished, so as not to reflect the light. Pencil notes, however, are untidy and short-lived; for permanent material it is well to use one of the better varieties of fountain pen, so adjusted as not to require the use of a blotter. Green ink, or the best varieties of jet black, will be found least trying to the eyes.

For many purposes the most convenient form of notebook is the college cover, with ring binders, and separate The sheets, $8'' \times 12''$, or with sheets $5'' \times 8''$ Notebook. bound at the end. This form makes it possible to take all subjects in one book,—a method which is convenient when notes are used only for purposes of review. The sheets can then be taken out at intervals and bound again in their respective sets. In rooms, however, where desks are not provided, these books are troublesome on account of their having broken backs and offering obstructions to the hand when writing toward the inner margin. The pages tend to break away at the perforations, and, if it is necessary to sort the notes oftener than once a week, the mechanical labor is considerable. Again, for notes which are in use constantly as a series, say in connection with laboratory work or drawing, the college cover is impracticable. For such purposes a more convenient form is the ordinary problem book, $5'' \times 8''$, bound at the end.

When many free-hand sketches are required, and generally for tabulation and the plotting of curves, it is desirable that the page, at least on one side, be ruled in both directions. In almost all cases it is better to use only one side of the paper, and to leave the left-hand or under side of the page blank, both for convenience and to afford space for the addition of remarks, references to reading, drawings, and the like.

In mathematical courses, and in a few other cases, it is sometimes advisable to take notes in the text-book itself, and this should usually be done on inserted leaves rather than on the printed page. For this purpose dealers furnish loose sheets of thin paper in various sizes, gummed on one edge. The insertion of any considerable number of these, however, crowds the binding; and in that case it is better, if convenient, to have the book rebound, with blank leaves inserted as desired. Notes put in thus should be written in a small, neat hand, in ink, and require unusual skill in the taking.

Various cases of note taking, distinguished by the nature of the material or the form in which it is presented, may well be mentioned separately.

Mathematics and Chemistry. Mathematical subjects and chemistry present a somewhat special case. In these subjects it is likely to be necessary to copy a considerable amount of material from the board, and at the same time to give close attention to the accompanying explanations. In such a case some degree of revision of the notes, as soon as possible after the lecture, is highly desirable. Demonstrations, reactions, diagrams, and the like may then be carefully copied during the lecture period on the

right-hand pages, forming the body of the notes. Brief notes covering explanations and remarks may at the same time be added on the left-hand page, and developed later, with the addition of such material as may be suggested by review of the lectures, and by reading, laboratory work, or recitations. This method requires time in thinking out the connections, and sometimes, in difficult cases, involves consultation with the lecturer; but it fixes proof, the subject-matter, and processes in the memory, and, when the amount of copying from the board is considerable, seems the best way of taking notes. • Particularly in a chemistry course, a complete set of note-books kept in this way would later prove an invaluable addition to one's professional library.

If one can be certain that the text-book covers all essential points, the fewer notes the better. The student is then in a position to give his whole attention to the lecture, and to derive most benefit from it. He then looks to his text-book for systematic reasoning and to the lecturer for a broad and original treatment of the subject, with whatever inspiration his personality may afford. For the best success with this method, however, it is necessary to read the book in advance of the lectures. "Unto every one that hath shall be given." A man's understanding of what he reads or hears, and his ability to judge of relative values, are largely the products of his previous knowledge. Even where the precise subject of the next lecture is not known beforehand, the effort should be made, if time permits, to read far enough in advance to insure some previous acquaintance with the points under discussion.

Use of the
Text-book.

A syllabus, or set of neostyle notes prepared in advance by the lecturer, seldom does away entirely with the necessity of note taking. Such Neostyle Notes. outlines usually enumerate the points to be talked about, but do not embody the statements made. Notes taken by other students are obviously untrustworthy, unless reviewed by the lecturer, and thus guaranteed as an official outline. In that case they may be of the greatest possible value, *if issued in advance*, so as to be in hand during the lecture period. The usefulness, obviously, of any notes depends upon their power to suggest and to recall. This suggestive quality in words depends, not wholly upon their defined meaning, but also upon their accustomed sense and associations, so that a set of notes which would fully recall a lecture to the person who took them might prove valueless for another. If, however, the other has held them in his hand during the lecture and has definitely compared their phrases with the lecturer's, the two sets of ideas will thenceforth have some degree of association in his mind.

When notes are taken only for immediate use, and are not to be revised or rewritten within a short time following the lecture, care must be taken that in general they consist of *statements* and not mere *headings*, of Statements, not Headings. what grammatically are called *predicates* rather than *subjects*. If, for instance, it were desired to get the briefest sort of abstract of the opening paragraphs of this pamphlet, the attempt to summarize might result in one or other of the two outlines suggested below.

A

1. Introduction: purpose and basis of pamphlet.
2. Best system of note taking.
3. Purpose of latter half pamphlet.

B

1. Pamphlet designed for first-year students.
Based on experience and questions.
2. Best system depends on individual case.
(Advice of lecturer.)
3. System here explained is offered as preliminary training merely.

It is unnecessary to continue. The first set of notes (*A*), which is a fair illustration of the method employed by fifty per cent of beginners, has no meaning in itself and will prove suggestive only while the ideas are fresh in mind. It represents merely the subjects talked about. The second set (*B*) attempts to reproduce the statements themselves, and may be relied upon to bring back ideas which have slipped from the memory.

Much depends also upon the appearance of notes. If they look uninviting, they may still be useful, but are not likely to be used. Handwriting here enters into the result to some extent, but besides this there is the question of arrangement—spacing and position. Tabulation, graphic methods, sufficient spacing and paragraph indentation, underscoring,—any method is valuable which helps the eye to find its way along the page and to separate ideas. There should be constant attention to what may be called the mechanical form of notes, but on the other hand no attempt to write grammatically complete sentences. Students who complain that they cannot keep up with the lecture, and are constantly losing ideas while

Appearance
of Notes.

writing, will usually be found attempting to take down complete sentences, either the lecturer's or their own. This method is inexpedient and produces a set of notes unevenly distributed over the substance of the lecture. The student begins bravely, takes full notes for ten or fifteen minutes, and then, finding the strain too much for him, gradually relaxes his attention. Thus his notes are entirely misleading as to the relative value of points. Moreover, if notes read too smoothly, they lose in suggestive power. In study the mind needs not to be carried fluently forward, but to be stopped at almost every phrase and led to supply the missing ideas; for which purpose incomplete sentences are best adapted. The following sets of notes, read in order, may illustrate this point. The notes are reproduced exactly as taken, and are preceded by an abstract of the address—a lecture on the work and opportunities of a civil or sanitary engineer.

Not Com-
plete Sen-
tences.

fifteen minutes, and then, finding the strain too much for him, gradually relaxes his attention. Thus his notes are entirely misleading

CIVIL AND SANITARY ENGINEERING

(Abstract of the address as actually given)

Civil engineering is the branch of science from which, historically, other engineering has been derived. Three half centuries ago all engineering was either "civil" or "military." With the growing complexity of our material civilization, various branches of the old civil engineering have assumed importance and been set off, for purposes of classification and instruction, each into a sphere of its own, with its own name and special problems; but the domain of civil engineering is still large, and it is quite possible that in the near future there will be further division.

At present civil engineering comprises the following sorts of engineering: first, surveying, with its dependent operations; second,

transportation ; third, structural engineering ; and fourth, hydraulic engineering. Each of these divisions may be variously subdivided within its own field. Thus surveying, when map construction involves the problem of the earth's curvature, gives rise to geodesy. All of these divisions are closely related with one another, and frequently come into touch with others of the general divisions of science. So structural engineering verges on architecture ; and hydraulic engineering may find common ground, on the one hand, with transportation, as when harbors are to be improved, and, on the other, with mechanical engineering, as when water power is to be developed. These divisions should not be thought of as absolutely independent of other branches of science, either within or without the sphere of civil engineering.

Sanitary engineering is that branch of civil engineering which has most recently been given an independent rating. It is an attempt to meet the problems presented by the remarkable increase in city life ; and has to deal with such considerations as water supply and sewage. Accordingly the sanitary engineer comes into close touch with the chemist and the biologist.

It will be seen that both these fields, and particularly that of civil engineering, are very broad. Fortunately proficiency in them depends ultimately upon the application of a very few general principles ; but, in the application of these, success is bound to depend pretty largely upon the man himself. There is always room for good men ; always none for poor. The "poor man" is one that has not a taste for his work, or has not the character to pursue it faithfully. To be a "good man," it is not necessary that one be a genius ; the qualities principally required, aside from character, are known as "gumption" and plain common sense. In addition, the man should be thoroughly interested in his subject and content with the conditions necessary to its pursuit.

NOTES TAKEN BY STUDENTS

I

The first set is entirely lacking in orderliness or regularity of method. It leaves no definite impression on

the reader, and to find any particular point in it one would need to read the whole.

CIVIL & SANT.

Civil is main branch from which other depts. have sprung. In begin. 2 kinds; milit. & civil. Civil all that with civil life, & milit. . . . Gradually various branches shot off from parent stem. Field very broad still. Comprises Surveying & when it is carried to measurement & mapping of large figures it is called Geodesy. Next is field of transportation. Very broad domain this covers, building of railroads, harbors, docks, etc. In domain of civil buildings, Structural Engineering, & in other branches of Civil, we constantly meet problems of Struct. Engin. Again, Hydraulic Engin.; River Regulation; development of water power. Again large group of subjects, increasing congreg. of people in cities, 100 yrs. ago 3% lived in cities, now 30%. This leads to many important engineer. problems. This involves Sanitary Engin. Sewage disposal. Construction of pavements, streets. Here Civil Eng. touches field of Biological Eng. In fact Civil comes in contact with engin. in other lines all the time. The professions thus interlock.

Civil Eng. has to study many different subjects, but fortunately they depend on a small bunch of scientific principles. This is school of Applied Science; not merely studying of Scientific principles. Man who studies Math. for mental training soon forgets it. Opposite side. We thus should study with a view of applying our knowledge.

A man who intends to be a Civil must like building. He doesn't need to be a fine Math. but he must be a good one. Civil Eng. has more to do with out-of-door work. Principal requirement for the course is gumption & common sense, or ought to be called "uncommon" sense.

Outlook: Every & no profess. is overcrowded. Always room for good men & nowhere room for poor man. A man who has not taste for conscientious work is a "poor" man.

II

The second set shows some understanding of the value of spacing and arrangement, but appears somewhat wordy, probably from the unnecessary pains which the writer has taken to make finished constructions of some of his sentences.

Civil

From this branch all others have sprung. 150 years ago only 2 eng. courses Civil & Mil. As applied sciences came along other courses shot off & are to-day looked upon as distinct. It is still a broad field and chance for many more to branch off.

Survey

Measure & map of land surface touches Geod.
requires Math. Phys.
All branches need it more or less.

Transportation

railroads, roads, canals, rivers, lighthouses, docks, etc.

Structural

Bridges, Buildings especially high ones, railroads locks.

Hydraulic

river regula
water power
dams

Turbine wheels

The increasing of pop. tends to lead Civil Eng. to prob. city life.

Sanitary

water supply, structural, sewage disposal, construction of pavements & streets. This is where Civil touches Biology. Civil comes in contact with Mech. Elec. Archit. Chemist Biology. The field is very broad; therefore have to study very many studies. It is based on small group of scientific principles which must all be mastered. You also learn how to study with object of use of what is learnt.

Requirements

aptitude for Building & constructing

Good Math. like Science. More out-of-door work than any other profession. Hard work & painstaking.

Outlook

Every and no profession is crowded.

III

The third set is by no means logically perfect, but it shows in general the relative value of the ideas presented. Moreover, it is so spaced as to be capable of expansion at any time. Some of the abbreviations are extremely ingenious, and give a personal tone to the whole.

			Civil and Sanit.
	Past	{	Civil Mil.
I.	Comprises	{	Surveying Mapping Measurement
			Building
	"	<i>Transportation</i>	{ Railroad Canals Road Harbors Dock L. H's
	"	Structural	{ Bridges Buildings
		Hydraulic	{ River Regulations Develop. of Power Turbine. Dam.
II.	People in city	{	100 yrs. 3% now 30%

Sanitary Eng. $\left\{ \begin{array}{l} \text{Water supply} \\ \text{Sewage} \\ \text{Pavements, Streets} \end{array} \right.$

Here C. touches Biolog.
C with Mechanical
Building conn. with Archit.

Sanitary " " $\left\{ \begin{array}{l} \text{Chem. \&} \\ \text{Biologist} \end{array} \right.$

All branches depend on mastering a compact bunch of subjects.

Doing something

Applied Sci.

Similar to others
Instruct for Construction

Requirements of Man — Need not be $\left\{ \begin{array}{l} \text{fine} \\ \text{good} \end{array} \right\}$ math. abstract

Apply math.

Ought to be fond of Sci.

Out-door work

Principal $\left\{ \begin{array}{l} \text{Gumption Uncommon Sense} \\ \text{Careful} \end{array} \right.$

Remedy defects

Overcrowded $\left\{ \begin{array}{l} \text{Every} \\ \text{No !} \end{array} \right.$

Room for good men

A set of notes like the third lends itself easily to revision and expansion. There is no false economy of paper about it; it has room to grow. It affords for literary material a plan of note taking similar to that proposed above for chemistry and mathematics, but the nature of the subject-matter treated in an elementary course in chemistry makes the application of the plan easier there than in a subject like the one illustrated

above. The following extract from a student notebook in chemistry shows how the system may be used in descriptive scientific subjects :—

HALOGEN GROUP

Iodine — Solid

Occurrence :

Never uncombined

combined with { potassium
sodium
magnesium
calcium

Found in { sea water
marine plants
animals
mineral waters
Chili saltpetre — sodium nitrate

Properties :

Physical { bluish black
irritating odor
slightly soluble in H_2O .
heaviest of this group.

Chemical { Resembles Cl & Br, but with less
energy.
combines with many elements,
metals and non-metals.

{ Antimony powder in contact with
I. flame.

Preparation : { From sodium iodide by action of Br.
as Br, except KI substituted for KBr.

Test : Turns starch solution blue.

Outline notes of this sort, begun in the lecture room and amplified during the study hours preceding the next lecture, are in general preferable to a completely

rewritten copy. To rewrite notes entirely involves great labor and also increases the chance of error. On

Rewriting Notes. the other hand, one ought to recognize that to derive full benefit from a lecture course considerable labor is necessary. The student who excuses himself from daily work because it is not required runs great risk of relaxing his self-control, weakening his power of application, and adding to his mental stores only vague and valueless impressions. Work of some sort should be done in reviewing almost every lecture; and though the complete rewriting of notes seems hardly a profitable direction for such work, the time given to outside study could hardly be better spent than in the enlargement of a set of notes already logically and spaciouly laid out in the lecture room.

Rewritten notes, or abstracts of lectures, made outside the class room, are for various reasons often required

Abstracts. in lecture courses, and the ability to make a good abstract is a highly useful acquirement.

Perhaps the best plan of all in following a lecture course would be to take as few notes as possible in the lecture hour, except such as relate to diagrams, demonstrations, reactions, and the like; and then, relying on memory, to write out a synopsis at the earliest convenient study hour. Many students, while writing one statement, lose the thread of the discourse, so that their notes are of small value, and at the same time they have failed to understand the lecture. For them it would be better to concentrate attention upon the lecturer and endeavor to grasp his line of thought, jotting down only memoranda enough to make it possible afterwards to amplify the notes into a complete synopsis. Even if the synopses

are never used again, the process of constructing them is the best possible way of fixing the lecture in mind. The synopsis, however, must be written, if at all, while the subject is fresh. Many students delay till they cannot understand their own abbreviations and have forgotten what the lecturer said. Such men—and we all at times belong to the class—will do better to train themselves in writing some sort of outline, however brief at first, in class.

Two forms of abstract, illustrated in summaries of a lecture in English literature, are given below. They correspond generally to the two styles of note taking illustrated on an earlier page, and again the topical form seems more suggestive and easier to grasp than the continuous prose.

Both these abstracts were produced in the study hours following the lecture. It is unlikely that even a skillful note taker could produce unaided during the lecture hour a set of notes as good as the second (II), but with the assistance of a syllabus giving the main relations of ideas he should not fall far short of the specimen here shown.

I

Lecture IV.

Oct. 26, 19—.

SIR PHILIP SIDNEY

The Elizabethan Age was the most brilliant period of English Literature. The versatile and chivalrous characteristics which marked the people as well as the literature of the period are well illustrated in the life of Sir Philip Sidney. Sidney was the son of a court favorite and had all the advantages of the time in the way of education and society. He took his degree at Oxford and then spent three years on the continent. He was in Paris at the time of

the Massacre on St. Bartholomew's Day, and saved his life only by taking refuge in the British Embassy. On returning home, he became a favorite at court, and at the age of twenty-two was sent on a mission to the Emperor of Germany. Later he was made governor of Flushing, a town in Holland, a country which England was at that time helping in its struggle against Spain. Here he was engaged in constant fights with the Spanish ; and in one of these, under circumstances which from one point of view seem foolish, but which, nevertheless, reveal the generous character of the man, he received a wound which proved fatal. Sidney not only was a polished courtier who could shine in refined society, but he also could take part in the rougher things of life ; and his personal bravery gained for him the warm admiration of his soldiers. His chief claim to fame is not his writings, although these are by no means insignificant, but the conception of the ideal gentleman which his life exemplified ; and it is probable that no man has been more universally and sincerely mourned or regretted with more tender feelings by those who were acquainted with his character than Sidney.

Sidney's first literary effort took the form of a mask written in honor of Queen Elizabeth. His chief works are "An Apology for Poetry," "Astrophel and Stella," and "Arcadia." His prose is characterized by the long, involved sentences found in all the prose of that time, while his poetry is highly imaginative, especially in its descriptions, and abounds in phrases expressing noble sentiments. "Arcadia" is one of the classics of the English language, and Sidney's modesty is well shown by the fact that on his death-bed he requested that the manuscript of this work, which had not yet been published, be destroyed.

II

Lecture, Oct. 26, 19—.

4. ELIZABETHAN SCHOOL OF LITERATURE

SIR PHILIP SIDNEY

Elizabethan School of Literature, 1600, most brilliant.

I. Sir Philip Sidney, 1600. . . . A typical Elizabethan man.

A. Man of letters, ideal gentleman, polished courtier, brave knight, famous master of language, accomplished in music

of the time. Although a man of literature and arts, he held greatest admiration of his soldiers. Was the flexible Elizabethan man. Such were the men who founded coast of America *then*.

B. Born in family of good deal of note.

1. Education.

Had use of advantages in education and cultivation, — best school.

Educated at Oxford; took his degree (1572-75).

2. Sidney on the Continent.

Massacre of Protestants in Paris. He took refuge in house of English Ambassador.

3. Returned home and became court favorite. Sent on political embassies, as *young* men were in those days.

4. 1578 Wrote "Lady of May" for Elizabeth.

5. Wrote *Arcadia* — not intended for publication. At his death he directed it to be destroyed. The adjective — Arcadian. His poems passed about to be copied.

6. Knighted, and married daughter of Sir Francis Walsingham.

7. 1684. Sent to Prussia.

Made governor by Elizabeth of town of Flushing, of which she had temporary possession as security for money she lent to Netherlands. Sidney very shrewd governor.

8. 1686 — Two years later, he lost his life by an unselfish, chivalrous deed. Threw away his leg armor so as not to have any advantage over his unarmed brother-knight, with whom he was going out to a skirmish. Mortally wounded in the *leg*.

9. Incident of his, gave his canteen of water to a thirsty soldier when he himself was about to drink.

10. How great must have been his qualities to call forth the expression of grief from his soldiers when he died.

C. Writings.

1. "Astrophel and Stella."

Written about Sidney and his lady-love.

2. "Arcadia."

- (a) Fantastic Romance. Chief characters were two shipwrecked companions. Each thought other dead. Finally met, one a chief of brigands, other an ambassador sent to treat with the chief. They discover each other, and go off together to Arcadia, where the king had two daughters whom he resolved should not be wooed. Complications, etc.
- (b) Elaborate, sugary. Full of quality of the imaginative.
- 3. "Defense of Poesy." Is important.
 - (a) Those nations that have impressed time are the poetry-reading and poetry-loving nations. From earliest times of literature we find all great times are times of poetry-loving and poetry-reading.
 - (b) Value of poetry in human development.
 - (c) His works are important as they show how men were trying to express their best thoughts in words.

II. "Literature is a Criticism of Life."

— MATTHEW ARNOLD.

Literature is additions of man to the solution of life.

Admiration for virtues is the everlasting thing that will stick by one, and this was the trend of Elizabethan literature.

In all abstracts and notes it is important that nothing be set down unless the *point* of it is made evident, and, on the other hand, that the point be usually noted, rather than the illustrations or other secondary material.

In the first three sets of notes given as examples, for instance, something has been written of the study of mathematics with a view to practical use. The first set of notes tends to make much of the idea itself, but fails to show its bearing on the profession of civil engineering. The second makes this bearing evident in a word. *Unless ideas can be shown in their relation to the main logical outline of the lecture, they may with profit be*

omitted entirely. Again, illustrative material, if admitted at all, should be greatly condensed. The student should not be misled into noting points elaborately, merely because they are interesting or easy to understand. The most striking parts of a discourse, like the most highly spiced dishes, are not necessarily the most nourishing.

For instance, in the lecture summarized on *Illustrations*, pages 19-20, the lecturer could hardly refrain from referring to the tradition about Sidney's death. Nothing could be more charming or more characteristic of the man and his times. The story has a work of illustration to do; but that work done, it should be allowed to rest. The sentence in the first set of notes treats it admirably and sufficiently by neglecting all of it except the point:—

“Under circumstances which from one point of view seem foolish, but which, nevertheless, reveal the generous character of the man, he received a wound which proved fatal.”

In contrast may be taken the following extract from another abstract:—

“Two years later he lost his life under somewhat tragic and very sad circumstances.

“One morning, just as he was going into a battle, he noticed that he wore more armor than did his friend who accompanied him. In order that his chances might not exceed those of his friend, he threw away some of his armor. While fighting, he was wounded in a spot which previously had been protected by the armor which he threw away.”

This writer, like many inexperienced note takers, is zealous to preserve details, but at the same time almost wholly neglects to record the *point*, which alone gives the details any significance.

Notes are well taken, then, when they show clearly the main ideas of the matter under discussion and the relation to these ideas of any tributary material that may have been noted. It is perhaps largely on this account that note taking is so valuable an exercise. No man can take notes intelligently who sits like an empty bucket for the lecturer to pump full; he must use his judgment in comparing, estimating, and selecting ideas. In order to show the point of a lecture, notes must subordinate illustrative material, and, as to form, they may conveniently follow the brief or outline. This skeleton should be easy to take in the lecture hour, and may be filled out later, as occasion or need arises. Of course, in adding to notes one is liable to error through forgetfulness; but the chance is relatively small if the work be done, as it should be, at the earliest moment available after the lecture. Finally, to be intelligible even to himself at a later reading, the note taker must usually employ *statements*, not *headings*, though he need not trouble to write grammatically complete sentences; and he should see to it that his notes, however brief, are evenly distributed, so as to represent completely his idea of the lecture.

A Final
Word.

ADVERTISEMENTS.

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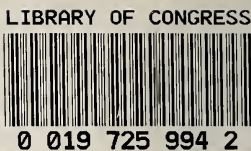
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